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ABSTRACT

This strategic plan addresses the internationalization of activities of American colleges and universities offering programs in food, agricultural, and natural resources disciplines. Internationalization is enhanced by appropriate university roles in economic development, humanitarian assistance, augmentation of global food security, and institution building in developing countries. This mission is accomplished through internationalization of curricula, faculty experiences, exchange programs, collaborative research, and institutional linkages that enhance the global environment within colleges and universities. Both internal and external factors influence the environment for international food, agricultural, and natural resources programs. External factors include: globalization of trade, growing competitiveness of world agricultural markets, and the demand for college graduates who can function in a global workplace. Internal factors include: increasing numbers of students seeking study abroad opportunities, and an emphasis on international partnerships. Recommendations are offered to promote the following goals for colleges and universities: human resource development; information dissemination concerning international trade, markets, business opportunities, and policy issues; international collaborative partnerships; and promotion of the global university for the 21st century. (SW)

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# A STRATEGIC PLAN

ED 417 640

International Agriculture Section

National Association of
State Universities
and Land-Grant
Colleges

HE031093

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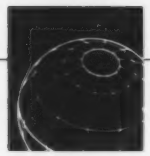


Dear Colleagues:

When the Board on Agriculture created the International Committee on Organization and Policy (ICOP) several years ago, it gave explicit recognition to the increasingly globalized missions of our Schools and Colleges of Agriculture. The ICOP has grown in activity and visibility in the past two years thanks to the energetic international leadership of many in our family of institutions. In recent months, for example, ICOP has provided substantial input in the identification of a new paradigm for higher education's involvement in international affairs, provided support and advocacy for an international agenda in our national affairs, and worked closely with the U.S. Department of Agriculture to assure appropriate international content in its program partnerships with the Land Grant System. All told, we have had a remarkable couple of years and have successfully raised the banner of international programs to new heights.

But despite our recent intense activity, we have never developed a strategic plan to articulate our vision for what lies ahead. The document before you is our effort to do so. It is authored by a group (listed in the document) which I appointed at the November 1996 NASULGC Meetings in San Diego. The ICOP Strategic Plan notes the significant external and internal factors that compel higher education in the agricultural disciplines to pro-actively engage in the international arena. In response to these factors, the document outlines a plan to engage globally in new and different ways than has been the case in the recent past. No longer are we driven by cold war concerns in our international activity. The driving force now is the global economy in which the United States has both a clear opportunity and an urgent need to strategically position itself through human resource development and information dissemination to stakeholders. The U.S. higher education community is, as the ICOP Strategic Plan notes, a major player in both of these priorities.

In addition, as the plan points out, there are compelling reasons for the university community to partner with international counterparts for mutual benefit. Finally, as the plan notes, these priority goals will be most easily achieved as we begin to envision ourselves as "global universities" for the next

century, shedding the old self-image that ties us to boundaries in ways that can only now be seen as constraining.

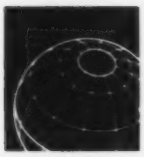
These are exciting times for agriculture and the university community. The ICOP Strategic Plan which we present here captures our vision of what these times hold in store for us. Now is the time to act on this agenda. We invite you to join the process.

Sincerely,

Harold Matteson

Chair, International Committee on Organization and Policy (ICOP)

# The Global University for the Twenty-First Century



*The Strategic Plan of the International Agriculture Section*

*Board on Agriculture*

*National Association of State Universities and Land-Grant Colleges*

October 1997

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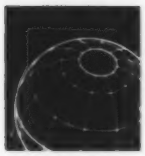


## Vision

We recognize, affirm, and incorporate an international dimension as an essential component of the teaching, research, and extension/outreach missions within the NASULGC member institutions and allied baccalaureate-granting institutions offering programs in food, agriculture, and natural resources (AASCARR members).

## Mission

The internationalization of activities of colleges and universities offering programs in the food, agricultural, and natural resources arenas will be promoted and supported in order to:

- better prepare students, faculty, and staff for responsible contributions to a global economy, and
- strengthen the educational, research, and informational services provided to stakeholders of these institutions as they interact with an increasingly complex and dynamic world marketplace.

Internationalization is further enhanced by appropriate university roles in:

- economic development
- humanitarian assistance
- augmentation of global food security, and
- institution building in developing countries.

This mission is accomplished through:

- internationalization of curricula
- faculty experiences

- exchange programs
- collaborative research, and
- institutional linkages that enhance the global environment within colleges and universities.

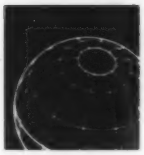
## External and Internal Factors Affecting the Internationalization Environment

Both external and internal factors influence the environment for international food, agricultural, and natural resources programs. Recent dramatic changes in those factors warrant monitoring and regular review by those involved with these programs.

The following factors are key to identification of internationalization priorities:

### External Factors

- Globalization of trade in food, agricultural commodities, and environmental goods and services;
- Growing competitiveness of world agricultural markets;
- Demand by employers for graduates who are prepared to function successfully and responsibly in a global workplace;
- Decrease in federal funding for traditional international agriculture programs focused on development assistance;
- Advances in communication technology that ease communication around the world;
- Population growth concentrated in developing countries with resulting rapid increases in the global demand for food;
- Implementation of government policies and decisions that impact at both the national and the international level;
- Requirement for international cooperation in order for stakeholders to have access to the benefits of global scientific expertise, genetic resources, and agricultural environments outside the borders of the United States.



### Internal Factors

- Growing recognition among teaching, research, and extension faculty of the need for global engagement both for the benefit of their stakeholders and for their own professional growth;
- Increasing numbers of students seeking study abroad opportunities consistent with the efforts of colleges and universities to prepare "export ready" graduates and responsible world citizens able to take up their roles in a global society;
- Recognition that graduates of our colleges and universities must be conscious of and able to contribute effectively to the development and evaluation of government policy with regard to its impact at the local, state, national, and international level;
- A shift in emphasis of the international agriculture paradigm away from primarily international development (foreign assistance) activities and toward mutually beneficial international partnerships, especially those relationships that contribute to the advancement of science and the economic development of the state/region;
- Reduced capacity of international agriculture offices at colleges and universities due to reduced federal funding and limited internal support for the old paradigm;
- Efforts to redefine the mission of higher education for the 21st century within the global context in which colleges and universities will operate;
- Erosion of faculty strength in international agriculture as senior faculty retire and fewer opportunities are available for junior faculty to obtain international experience;
- Increased emphasis on efforts to create a university environment in which cultural diversity is valued as an important part of the fabric of the community.

## Priority Goals

As the United States stands on the brink of the new millennium, our economy, particularly the food, agricultural, and natural resources sector, faces unprecedented challenges to develop and implement new technologies, to expand the value-added uses of food and fiber materials, and to function in

ways that are globally competitive, environmentally responsible, and cognizant of humanitarian concerns both at home and around the world. The globalization of our economy requires that agricultural production, food processing/manufacturing, and marketing be closely monitored to assure that these essential components of the economy are not only successful in this new world, but also sensitive both to human needs and environmental concerns.

Our national ability to provide a high quality of life for our citizens, to contribute to the economic growth of developing nations, to produce raw agricultural commodities, and to provide surplus production and value-added products to much of the rest of the world in this challenging new environment will depend on a continuous flow of well-trained and creative scientists, agricultural/agribusiness professionals, and teachers. These individuals must be attuned to global issues, and must put their knowledge and skills to work in a global context as they face the emerging problems that will confront the sector in the years ahead.

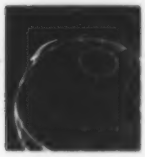
The International Agriculture Section proposes the following priority goals for colleges and universities offering programs in the food, agricultural, and natural resources disciplines to strengthen their commitment to the traditional core mission areas of education, research, and extension in the global context:

**GOAL 1**

## Human Resource Development

Enhance the global competitiveness of the U.S. food, agricultural, and natural resources system through human resource development, especially with reference to the global competencies of students, faculty, and staff at colleges and universities. Work proactively to internationalize both the on-campus portion of our educational mission as well as the continuing education component and other outreach functions through:

- globalization of the undergraduate and graduate curriculum (as well as those educational offerings in non-degree continuing education programs) to prepare citizens who will be competent to provide leadership in the global food, agricultural, and natural resources arena;
- provision and encouragement of international experiences for faculty in order for them to better globalize their educational and research activities and to function competently in the global environment;
- support for global opportunities for statewide extension personnel to ensure that these educators have appreciation for, information about, and access to



the most up-to-date knowledge base and the most useful new technologies regardless of where generated or developed;

- participation in the education and training of international students who will be leaders in their respective nations as economic development goes forward; and
- development of opportunities for undergraduate and graduate students to obtain international experience (including internships) to create cross-cultural competency, awareness, and understanding as part of their academic programs of study.

**GOAL 2**

## Information Dissemination Concerning International Trade, Markets, Business Opportunities, and Policy Issues

Assist appropriate stakeholders within our states/regions with the development and dissemination of information about global markets, international trade, international business opportunities, and the impact of public policy decisions in the food, agricultural, and natural resources arena.

This goal can be accomplished by the following actions (especially in the extension/outreach dimension of our mission):

- develop, interpret, package, and make available information about global markets, agribusiness, and investment opportunities in which our stakeholders will have a comparative advantage;
- compile and disseminate information about non-tariff trade barriers and assist in efforts to reduce those that will negatively impact an export-oriented agricultural system;
- contribute to the development of emerging economies in developing countries to promote global food security, enhance political stability, and enable those countries to become full partners with us in world trade;
- identify niche markets for agricultural products and their value-added derivatives in new overseas markets; and
- contribute to the formation and analyze the impact of public policy on stakeholders in the food, agricultural, and natural resources system at the local, state, regional, national, and international level (noting especially the importance of broad-based policy instruments such as the GATT and NAFTA on options available to U.S. agribusiness concerns).

**GOAL 3**

## International Collaborative Partnerships

Identify and nurture mutually beneficial international collaborative partnerships with counterpart institutions/individuals to advance science and improve the food, agricultural, and natural resources sector globally in order to:

- ensure two-way technology flows resulting from collaborative research activities;
- establish international economic partnerships and joint ventures;
- ensure the supply of safe and nutritious food from imported sources as well as domestic suppliers;
- address critical global environmental concerns that confront the world's food, agricultural, and natural resources system and which consequently impact directly on the U.S. system;
- build strong linkages between and among colleges/universities and the International Agricultural Research Centers (IARCs), the National Agricultural Research Systems (NARS) in developing nations, and non-governmental organizations (NGOs) to strengthen their humanitarian, developmental, scientific, and economic objectives; and
- provide leadership in sustainable management of natural resources, conservation of global biodiversity, international economic development, and institution building activities in developing nations.

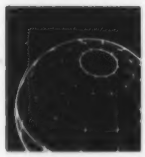
**GOAL 4**

## The Global University for the 21st Century

Strengthen the commitment of colleges and universities to the notion of the "global university" for the 21st century: a scholarly community that affirms and serves broad human needs in a new global environment in which geographic, political, economic, intellectual, and cultural boundaries have diminished significance.

To strengthen and model this community it will be important to:

- view international experience and/or interest as an essential factor in hiring decisions for faculty and staff;
- affirm that international engagement is valued and that it is an expectation of faculty for advancement toward promotion and the award of tenure;



- encourage faculty to consider international destinations when planning for sabbatical leaves;
- recognize that local, state, regional, national, and international issues and public policy concerns within the food, agricultural, and natural resource system are part of a seamless web in which solutions to each contribute to the solution of all;
- promote faculty involvement in economic development and humanitarian programs in the food, agricultural, and natural resources sectors of developing countries as a legitimate component of the international agenda of colleges and universities; and
- foster opportunities for cross-cultural dialogue as an intentional component of the intellectual discourse of the college/university community.

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